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ABSTRACT

This book was born of a desire to provide students, teachers, and all interested readers with a collection of essays that address issues of selection, pedagogy, and worth of the young adult novel. A primary purpose of the book is to enter the world of young adult readers through a literary form they know well, the modern young adult novel. Another purpose of the book is to encourage the reading of young adult novels as a way of extending teachers' own experiences with literature. This second edition contains revised essays alluding to new works, as well as wholly new chapters that expand the discussion of the young adult novel in the classroom. After a preface and introduction, essays in Part I (Reading the Young Adult Novel) are: (1) "With Themes for All: The Universality of the Young Adult Novel" (Ted Hipple); (2) "Natural, Necessary, and Workable: The Connection of Young Adult Novels to the Classics" (Leila Christenbury); (3) "Interpreting the Young Adult Novel: Reading the World of 'Spite Fences'" (John Noell Moore). Essays in Part II (Writing the Young Adult Novel) are: (4) "Creating a Bond Between Writer and Reader" (Sue Ellen Bridgers); (5) "Navigating by the Stars: A Writer's Journey" (Will Hobbs); (6) "Choices and Challenges: Writing for Young Adults" (M. E. Kerr). Essays in Part III (Teaching the Young Adult Novel) are: (7) "Seeing Ourselves in the Mirror: Students and Teachers as a Community of Readers" (Virginia R. Monseau); (8) "Time and Tradition: Transforming the Secondary English Class with Young Adult Novels" (Gary M. Salvner); (9) "Who Am I? Who Are You? Diversity and Identity in the Young Adult Novel" (Lois T. Stover); (10) "Gender Issues and the Young Adult Novel in the New Millennium" (Pam B. Cole and Patricia P. Kelly); (11) "Playing the Game: Young Adult Sports Novels" (Chris Crowe); (12) "Reading Their Television World" (Alan B. Teasley and Ann Wilder); and (13) "The Young Adult Novel Under Fire" (Gloria T. Pipkin). (RS)

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